DOCUMENT RESUME

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[Preparing Inservice Elementary School Personnel to Lead Classroom Teachers in Implementing Change. A Proposal.]

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Identifiers-New York, State University of New York

Ten school systems in western New York will send local school teams consisting of an administrator, a curriculum supervisor, and classroom teachers to participate in a 6-week campus summer session for the specific purpose of developing knowledge and skills which will permit them to become critical "change agent" teams in their elementary schools. The changes to which they will give rise will be in curricular practices as developed in several of the newer curricular proposals (especially science and social studies). Teams will study intensively the areas of appropriate curriculums on the one hand and group dynamics on the other; emphasis will be on the understanding of the principles of group phenomena and value theory with application to leadership skills of inservice teachers, research psychology and sociology applicable to curriculum innovation, and innovations in selected curricular areas. Followup activities during the academic year will include field experience in local school curriculum leadership; financial support to set proposed projects in motion; extension of curriculum efforts to areas other than social studies and science; and conferences to evaluate and renew summer experiences and skills and to disseminate and discuss results. (Included in this proposal are five summer course descriptions and the model for local school curriculum design and implementation, upon which the proposed program is based.) (Author/JS)

ED032248

Proposal for a USOE Grant Under Public Law 90-35. Education Professions Development Act

Type of Grant Requested:

Application is made for planning and pilot grants under Part D, Sections 531-532 of E.P.D.A., Improving Training Opportunities for Personnel Serving in Programs of Education Other than Higher Education.

Submitted by:

A Consortium of Educational Institutions
Administered by the State University of New York, College at Fredonia, New York

Director.

Dr. Donald F. McFarland, Associate Professor of Education
State University of New York, College at Fredonia, New York
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Area Coa: 716

Total Duration of Projects:

1 January 1969 through 31 July 1970

Project Summary:

Local school curriculum teams consisting of an administrator, a curriculum supervisor, and classroom teachers will participate in a six-week summer session for the specific purpose of developing knowledge and skills which will permit them to become critical "change agent" teams in their schools. The changes which they will precipitate will be in curricular practices as developed in several of the newer curricular proposals (especially science and social studies). Teams will study intensively the areas of appropriate curricula on the one hand and group dynamics on the others. The emphases will be on the understanding of the principles of group phenomena and value theory with application to leadership skills of in-service teachers, research in psychology and sociology applicable to curriculum innovation, and the innovations in selected curricular areas.

Funds for Initial Year:

January - June 1969	$ 9,350
Summer - 1969	40,445
Academic year 1969-70	24,614
TOTAL:	$74,409

As Assurance of Compliance with Title VI of the Civil Rights Act of 1964 has been filed with the Department of Health, Education and Welfare, and applies to this project.

Winifred R. Widner, Secretary
Research Foundation of the
State University of New York

Donald F. McFarland, Director

Oscar E. Lanford, President

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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SP003021

PROPOSAL

I. Educational Personnel Development Needs Addressed:

Despite more than a decade of national activity in the development of curriculum proposals in the "new" science and more recent efforts in the social science, many school systems remain virtually untouched by these efforts. The sponsors of the curriculum proposals have faced acute difficulties in disseminating their products. It has been relatively easy to prepare new subject matter content compared to the logistical, sociological, psychological and economic problems involved in implementing the new curriculums in the many locally oriented school systems of the country.

The experiences of the last ten years in attempts to modify the pre-collegiate curriculum have indicated the difficulties inherent in the approach of re-constructing separate disciplines. Despite the active involvement of classroom teachers in the development and field testing of materials, many educators were bypassed, especially curriculum coordinators, supervisors, superintendents and unversity specialists in teacher education. On the other hand it must be pointed out that these professional educators have not been particularly adept at seeking or gaining involvement. The net result has been the isolation and attendant lack of interest on the part of those educators whose chief responsibility and commitment is to the achievement of the best possible curriculum. This has been especially true of small school districts in rural areas.

Recent literature indicates that the role of the curriculum supervisor is changing toward more forceful leadership. The 1965 Yearbook of the Association for Supervision and Curriculum Development (ASCD) deals with the forces causing supervisors and curriculum leaders to change, and in the final chapter emphasizes the importance of curriculum leaders as change agents:

> Analyses of the functions of the curriculum leader make quite central his role as an inducer and coordinator of change. The designated "change agent" perhaps more than any other, reflects his key responsibility. If the supervisor and the curriculum worker are, indeed, "change agents," then it becomes a matter of great importance that they be able to help chart the direction of change and to keep track of it.

If there are to be any effective attempts to change and improve the elementary school curriculum, professional educators are seen to be essential to the widest acceptance and implementation of what is worthwhile from such projects as the course content improvement projects sponsored by the federal government.

In many cases where local innovation is attempted, efforts fall far short of the goal or even fail due to lack ofcommunication and support between individuals occupying different positions in the school hierarchy. Thus, lack of communication and an accompanying lack of knowledge and experience in the human factors involved in acting as "change agents" in modifying teacher classroom behavior have conspired to defeat the efforts of well-meaning curriculum supervisors.

II. Objectives of the Program:

The model relating the personnel needs cited above to the goals set in this section for the project is reported in Section VI, below. The major objective of the project is to prepare teams of in-service elementary school personnel with experiences and information designed to enhance their abilities to lead and involve classroom teachers in selecting, designing and implementing curriculum change.

Planning Phases:

The planning phase of the program, January through June 1968, will have as goals:

1. the definition and identification of skills and information required of participants in differing roles.

2. the definition of the scope of the project -- curriculum areas to be involved, community and student characteristics and needs, nature and extent of possible activities.

3. an identification of instructional resources available, including personnel from all sources (colleges, public schools, regional laboratories, etc.).

4. development of provisions for dissemination and continuity of the project once instituted.

5. techniques and procedures for the identification of participants, and their subsequent responsibilities.

Summer Program:

The summer program will have sections dealing with science and social studies curriculums in particular, but only as a means to the end of developing general curriculum leadership. The science and social studies curriculums were chosen because of the unique experiences and capabilities of available staff, and because in several ways they represent less "sensitive" curriculum areas. The disciplines chosen represent areas of major government involvement in curriculum design, exhibiting all the complex problems involved in reforming the elementary school curriculum in any way.

The specific objectives of the summer program, as thus far defined, are to produce curriculum teams, consisting of a principal and teacher from the same school and the system's curriculum supervisor, which will be able to:

1. act as effective "change agents" in that they can marshall teacher support and acceptance of change.

2. implement new curriculums, or begin experimentation in techniques of change in their local schools.

3. act as knowledgeable resources to other schools and systems in their immediate area.

4. develop, disseminate and implement most recent project in course content improvement in local schools.

Academic Year:

The effectiveness of the summer institute will be judged primarily by the number and nature of in-service curriculum projects undertaken by participants in subsequent years. Attention will be focused on the first year following the institute, and consideration given those proposals not instituted because of the relatively short amount of time available. These efforts will be designed, initiated and largely implemented by the institute participants. The staff of the program will provide assistance but not direct leadership since the major goal of the program is to develop local school leadership and responsibility.

The specific objectives of the academic year are:

1. the provision of specific field experiences in local school curriculum leadership, both in design and selection of curriculum efforts and in technique of implementation.

2. the provision, through modest financial support, of the opportunity to set in motion small projects which are proposed.

3. the provision for extension of curriculum efforts to areas other than the sciences and social studies.

An overall objective for both the College and the public schools is the development of ways and means of working cooperatively on local school curriculum reform, involving continued and long term involvement on the part of both agents.

The project thus seeks to serve the need for individuals at all levels in the school hierarchy who are knowledgeable both in the content and nature of new curriculum proposals and in the techniques of acting as "change agents." In addition, the evolving types of cooperative activities between Colleges and schools no longer permit colleges to act as leaders in change but call for increasing initiative on the part of schools.

In addition to the curriculum implementation and design activities during the academic year, at least four conferences are planned. Two conferences will consist of the teams to evaluate and renew their experiences and skills acquired in the summer program. Two additional conferences are planned with additional administrators and teachers for dissemination and discussion of the results of the program and its year of implementation.

III. Project Organization:

A. Planning Phase:

The planning phase of the program will be conducted from January through June 1968. A major feature of this phase will be four conferences of representatives, including classroom teachers, of school systems in the area which have indicated at least tentative interest in participating in the pilot program. The principal goal of the planning sessions are to identify systems for participation in the program, to determine their needs and resources, and to establish specific goals for the summer program. Some consultants will be used at this stage to assist as resources rather than to act as direction determiners. Consultants specifically considered are:

Dr. Sidney Simon, Professor of Education, Temple University
Dr. Walter M. Lifton, Rochester Public Schools
Dr. Edmund Amidon, Professor of Education, Temple University
Dr. Ned Falnders, Professor of Education, University of Michigan
Dr. Rose Lammel, Professor of Science Education, Wayne State University
Dr. John Bernd, Chairman of Education, Wisconsin State University, Stevens Point
Dr. Dewey W. Chambers, Associate Professor of Education, University of the Pacific
Dr. Robert Harnack, Professor and Chairman of Curriculum, University of Buffalo

B. Six-Week Summer Session:

A six-week intensive session on campus will be held during the summer, to be followed by a year of in-service work with the teams formed. The six-week session will be intensive in order to form the close-knit, mutually supportive groups sought by the proposed model of curriculum change agents. The summer session will have five major divisions:

Division One: Group Processes in Education, Dr. Deiulio

Although the individual child and methods of individualized instruction are still major emphases in education, recognition is being given the fact that the classroom group setting and the class group interaction have an important influence upon individual learning and behavior. This division of the program will investigate research carried on in the areas of group dynamics, group process, group guidance and other related fields; develop skills, understandings, attitudes, techniques and instruments for analysis of group situations in order to bring about improved group understanding and improvement; explore and experiment in the phases of group growth and development, group personalities, the problems and skills of group decision-making, and the responsibilities and skills of group membership and leadership; understanding of the meaning of group procedures for education; familiarity with various group processes which can be used, and knowledge of some of the limitations of group procedures in education. Participants will be made aware of various techniques for evaluating group procedures;

be able to develop methods and techniques for carrying out action research; and practice "on the job" what has been learned with respect to working with groups.

Approximately one hour per day over the six week period will be devoted to this phase of the institute. Much of the group phenomena to be studied, however, will be drawn from the class itself, as it interacts in the other divisions of the institute, and from the group of children with whom the participants will be working.

Consultants and guests will include:

Dr. Sidney Simon and Dr. Edmund Amidon, Temple University
Dr. Walter M. Lifton, Rochester Public Schools
Dr. Ned Flanders, University of Michigan

Division Two: Curriculum Development and Strategy for Change, Dr. Pyle

The purpose of this division of the institute is to develop a scheme of thinking about curriculum development and to examine ways of building a theoretical rationale for it. Sociological and cultural values and their impact on curriculum development will provide one of the common threads running throughout the program. The process of curriculum planning designing curricula, and stragegies for changing curriculums will provide the basic foundation for examining the development of new science and social studies curriculums in the school systems represented by the teams in the institute. Coupled with this, the group will have everyday experiences working in groups and sharpening their skills by using the principals of group dynamics.

Approximately one hour per day over the six week period will be devoted to this phase of the institute. Interaction with the other division of the institute will be necessary in order to use the knowledge, techniques and skills that will be learned through examining curriculum development and strategy for change.

Consultants will include:

Dr. Rose Lammel, Professor of Science Education, Wayne State University
Dr. Robert Harnack, Professor and Chairman of Curriculum, University of Buffalo

Division Three: Science Education, Dr. McFarland

Approximately two hours per day for six weeks will be devoted to investigations of the "new" science curriculums, particularly those sponsored by the National Science Foundation. A one hour lecture-laboratory session each day will be followed on Monday through Thursday by a practicum involving local area elementary school children. The

practicum is designed to provide participants with an opportunity to test the materials with children and to develop suggested modifications and improvements. The primary objective of the practicum, with respect to this program, is the allaying of fears and hesitancies on the part of participants about science. The Practicum is not designed to be an articulated sequence of learning activities for the children, but rather an enrichment program, whose conceptual framework will of necessity be meagre.

The lecture-laboratory sessions will be devoted to new science curriculums and to new ideas and conceptual frameworks of science relevant to elementary school instruction. Instruction will be provided in field biology and geology and in the physical sciences. In this pilot program, three curriculum proposals in particular will be considered, each for approximately two weeks: (1) the Science Curriculum Improvement Study, University of California, (2) the Elementary Science Study, Educational Development Corporation, Newton, Massachusetts, and (3) Science - A Process Approach, American Association for the Advancement of Science, Xerox Corporation.

In each case it is planned to invite representatives of the project to speak to and work with the teams, teach micro-lessons to children and supervise and participate in participant activities with appropriate materials. In addition, College staff members in the sciences will participate, particularly in furnishing current ideas in science and commenting on the approach and content of the curriculum proposals.

Proposed consultants include:

Dr. Rose Lammel, Professor of Science Education, Wayne State University
Dr. Robert Karplus, Professor of Physics and Director of SCIS,
University of California, Berkeley
Mrs. Chris Kageyama, demonstration teacher, SCIS.
Representatives from AAAS and Xerox, and from ESS.

<u>Division Four: Social Studies Education, Dr. Chambers</u>

The experiences in the social studies will be similar to those in science, including the practicum. Attention will focus on such projects as Project Social Studies, the recommendations of national groups concerned with the social studies curriculum, and on trends of the last ten years in the field.

Consultants will include:

Dr. John Bernd, Professor and Chairman of Education, Wisconsin
State University, Stevens Point

felt that during the initial pilot stage of this program, funds should be provided internally, allowing for immediate planning and action and for continuity of involvement between the college and the public schools.

IV. Impact of the Program:

The Southwestern New York Region is in the service area of the State University College at Fredonia. The two-county area of Chautauqua and Cattaraugus is essentially rural in nature with some thirty-three school systems serving a tital population of approximately 225,000.

The area's approximately 60,000 pupils of school age are served by the following schools:

CHAUTAUQUA COUNTY

Public Schools
- 15 Central-rural schools in the sole supervisory district
- Jamestown (City) Public Schools
- Dunkirk (City) Public Schools
- Fredonia (Village) Public Schools
- Southwestern Central Schools (Independent District)

Parochial Schools

Elementary	11
High School	1
Seminary	4
Special	1

CATTARAUGUS COUNTY

Public Schools
- 12 Central-rural schools in the sole supervisory district
- Olean (City) Public Schools
- Salamanca (City) Public Schools

Parochial Schools

Elementary	10
High School	1
Seminary	1

Of the total school population some 7,300 parochial school pupils are served by approximately 300 teachers in elementary, secondary, seminary levels.

The Chautauqua-Cattaraugus County area is a part of Appalachia. Media income is low with about one quarter of the population having incomes of $4,000 or less. Poverty, sparsity of population, small-sized school districts which require a high level of state aid combine to produce serious obstacles to the development and support of comprehensive, enriched programs of education.

Considerable attention has recently been directed to area poverty. An April 1966 publication of the Western New York School Study Council is entitled the Nature of Poverty in Chautauqua County.[1] A Cornell University publication

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1 The Nature of Poverty in Chautauqua County. Buffalo, New York: Western New York School Study Council, State University Center at Buffalo, April 26, 1966.

documents the poverty prevalent in Cattaraugus County.[2]

The population served by the schools in the Chautauqua-Cattaraugus County Area present varied and challenging needs for service; including among these widely divergining needs are the following:

1. The needs of the sparsely populated "poor white" areas of the Chautauqua-Cattaraugus section of Appalachia.

2. The needs of special minority groups such as the centers of Negro and Puerto Rican populations in the small cities of the area (Dunkirk, Jamestown, Olean). Additional needs are imposed by the Allegany and Cattaraugus Indian Reservation which are located in the Western New York Area. Still another special problem is presented by a substantial number of migratory workers who visit the area each summer to engage in seasonal farm labor.

3. The needs of the middle class population of small cities and villages as distinct from those of the underprivileged in the large city.

The planning phase of the program will deal with between ten and twenty school systems. Although at most ten systems will be involved in the subsequent summer program, it is hoped that interest generated in surrounding schools and systems will result in a continuing program.

The summer phase of the program will involve at most ten school systems, and thirty individuals directly. If an average enrollment of two hundred students per school is assumed, the total number of children affected would be placed at two thousand. The nature and types of improvement in curriculum structure sought are outline in III above.

V. Improvement of the Institutions Involved:

All institutions involved will benefit from the development of new means of working cooperatively on school curriculum reform. Techniques of change which have traditionally been attempted, such as weekly one hour workshops, will be discarded in favor of more detailed and involved activities, relying heavily on specifically trained individuals within the school system.

VI. Significant Elements of the Proposal:

The proposed model on which the program is based identifies three individuals in a school system for consideration:

1. The leadership responsibility in curriculum change, implementation

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2 Department of Rural Sociology. The People of Cattaraugus County, New York, Ithaca: New York State College of Agriculture at Cornell, 1963.

and evaluation lies with the curriculum supervisor, although it is not his exclusive prerogative. Operationally, the title used here includes those individuals who are concerned and responsible for the development of an articulated scope and sequence for the school systems in science and in social studies. In many cases, especially in small rural school systems such as those served by this College, these functions are performed by the same individual who is responsible for the total elementary school curriculum.

2. Administrators, the "line" authority, must evaluate any curriculum proposal made in terms of the pupils in their districts, and usually in such terms of practical implementation as the availability of the required facilities, budget and staff. The building principal has here been identified as another individual who must be involved in the proposed program, since support given by this key position in a school is considered crucial to acceptance and effective implementation of curriculum proposals.

3. The only curriculum development or instructional improvement which takes place occurs when the teacher enters the classroom and closes the door. While it can be argued that the supervisors and administrators have all taught and therefore know the classroom problems, this assumption is not entirely valid. To teachers, no one speaks with quite the authority of one who has tried new materials with students and found that they work, and is still in the business of teaching.

Attempts to "update" the curriculum through or by supervisors or university professors acting as consultants customarily result in the following type of interaction:

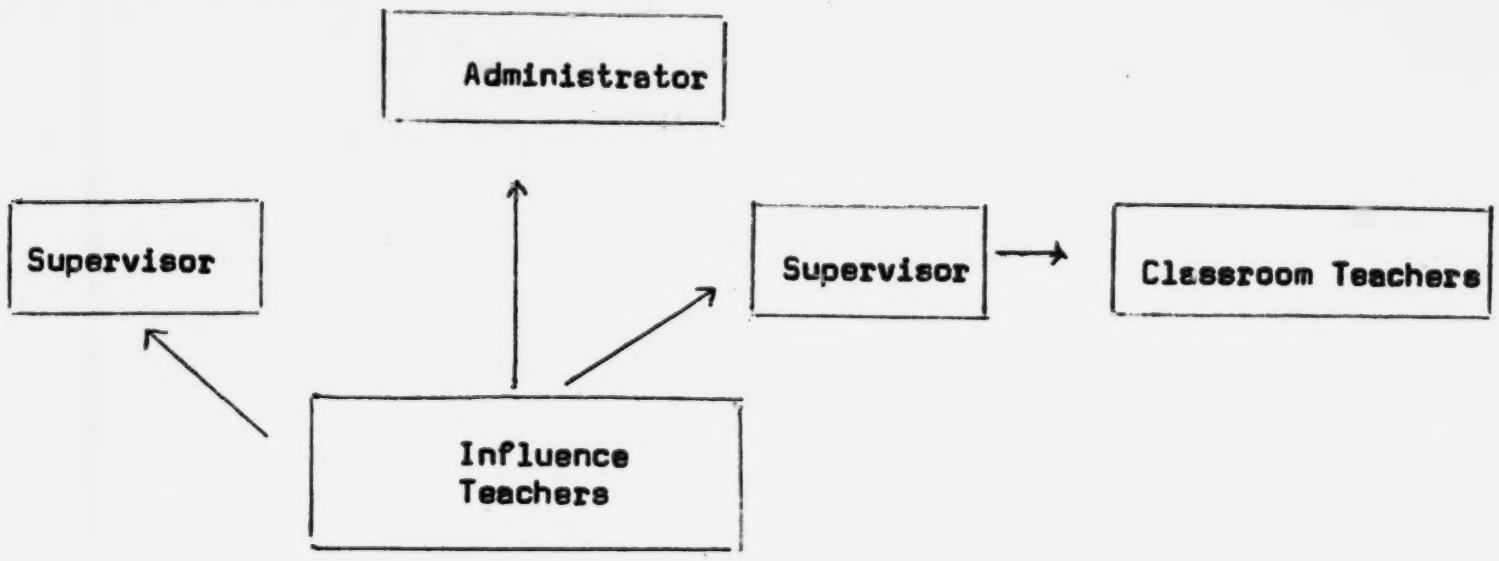

Figure 1. Customary Interaction

With this model, the classification "teacher" refers to those relatively few individuals within a school system who are either actively engaged

in field testing new curriculum proposals or who are influential in setting their colleagues' attitudes towards innovations in the school.

A basic difficulty in the procedure diagrammed is that the curriculum supervisor must first convince administrators and "influence" teachers of the merit of the proposal, and then work with the bulk of classroom teachers with little more support from the administrators other than a green light.

This relative isolation of the supervisor, coupled with a frequent lack of basic understanding of principles of group dynamics and appropriate criteria to judge the relative merits of new curriculums, could hardly be expected to result in effective or at least efficient curriculum leadership.

The alternative model, upon which this program is based, is indicated in figure 2.

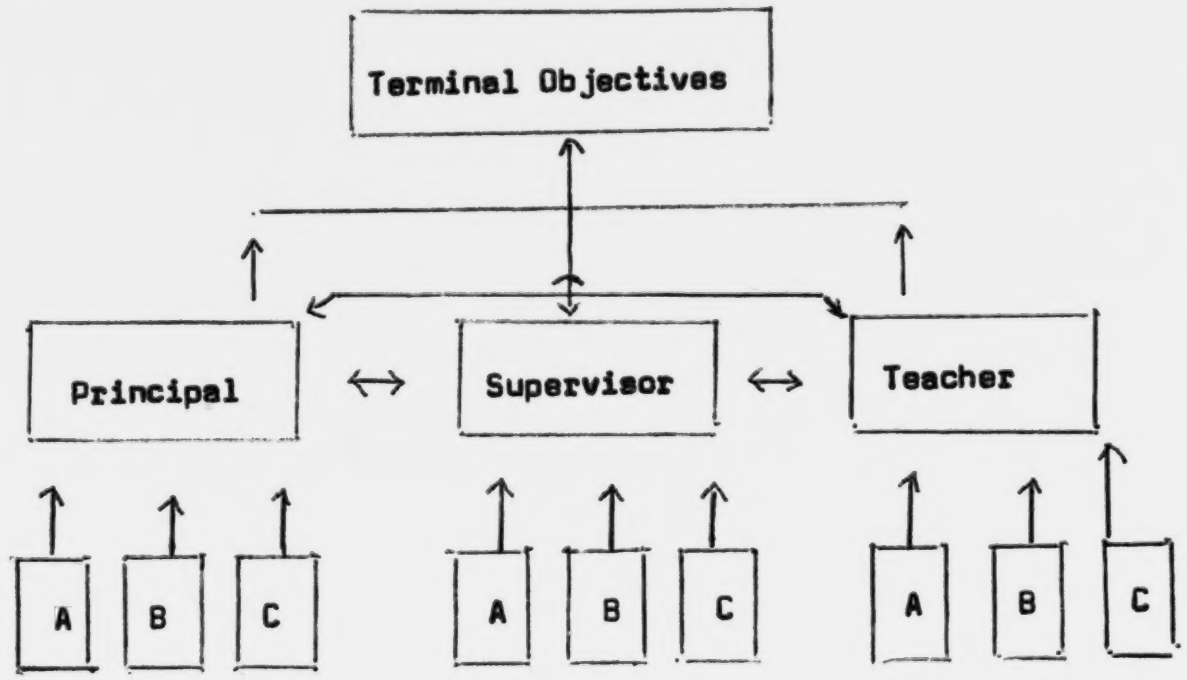

Figure 2. Proposed Model

In this model, inputs A, B and C refer to:

A the curriculum proposal, its reationale, psychological and philosophical foundations, and its product in terms of scope and sequence.

B the fundings of psychology and sociology pertinent to understanding and evaluating new curriculums and grasping their rationales.

C the principles involved in the dynamics of groups, no less essential for the supervisor working with groups of teachers than for the teachers working with groups of children.

The model contains several implications. First, that in order to achieve desirable terminal-objectives, the three roles defined must each be considered in interaction. Second, that the inputs to these three roles must be of the same nature, although the depth of involvement may very. It is a basic premise of this model that the university community, including both academic scholars and professors of education, is responsible for developing these inputs, and this represents a major objective of the planning phase of this proposal.

The basic question the model raises is whether variations in the input will in fact effect changes in achievement of terminal objectives. A study reported at the 1966 convention of the National Science Teachers Association indicated that

> Many differences found between professional groups using NSF sponsored science project materials and those using commercial science curriculum materials are apparently related to the elements of scientific methods and the individual laboratory or the investigative approach to teaching and learning of science. Further, those using NSF sponsored science project materials apparently perceive a more forceful leadership role of science supervisors than do those using commercial science curriculum materials.[3]

While Berkheimer indicates that inputs A and C of the proposed-model would be effective in producing effective curriculum leadership, the study did not deal with the crucial role of evaluation in effecting classroom implementation of proposals. It is to be noted that in his study the use of NSF sponsored science projects has been tacitly assumed to be equivalent to positive evidence of effective curriculum leadership. While this is patently not so, it does indicate that the whole area of local evaluation, based on sound principles of curriculum theory is being largely overlooked in recent investigations.

VII. Working Experience in the Program:

As indicated in earlier sections of the proposal, participating teams will develop and if possible implement changes in their local schools. Funds are requested for assistance during this phase of the program, and commitment of College faculty has been made. Every attempt will be made to provide

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[3] Glenn D. Berkheimer, "The Science Supervisors' Role in Implementing Science Curriculum Materials," Collected Papers of the Fourteenth Annual Convention, National Science Teachers Association, April 1966, p. 12.

funds, personnel, equipment and materials to assist school in implementing change. In addition, during the summer session, work with elementary school children will be conducted as a minor but significant opportunity to test approaches and materials in new curriculum proposals.

VIII. Arrangements for Evaluation, Dissemination and Assistance:

A large number of consultants are planned for, as indicated in the appropriate earlier sections of the proposal. Arrangements are currently being discussed for the evaluation of the project during the academic year by staff of the University of Buffalo.[4] The evaluation program is not at this time at all complete, since it is contingent on the results of the planning phase of the program.

IX. Qualifications of Key Staff:

Director: Dr. Donald F. McFarland, Ed.D., Curriculum Development and Science Education, Associate Professor of Education, SUC Fredonia.

Dr. McFarland has had teaching experience in science and mathematics in the junior and senior high school of the Detroit and Chicago public schools. During the last seven years he has been engaged in the graduate and undergraduate preparation of science and mathematics teachers at Wayne State University and the State University College, Fredonia.

Dr. McFarland has participated in in-service curriculum work in the Lamphere, Detroit, Dearborn, and Chautauqua County School systems. He is currently consultant in the AAAS program to Gannon College and the Erie, Pa., Public Schools in an NSF sponsored adoption program. He has been associate director of an NSF institute in IPS (Introductory Physical Science), a course for junior high school students.

Academic preparation includes: B.S. (Chem. 1956), Illinois Institute of Technology; A.M. (Chem, 1961), University of Michigan; M.Ed., Ed.D. (Curr. Dev. and Science Education), Wayne State University.

Associate Director: Dr. Anthony M. Deiulio, Ed.D., Administration, Teacher Education, Human Relations, Chairman and Professor of Education, SUC Fredonia.

Dr. Deiulio has performed the following research and consultant activities:

USOE Project # 3-6-051160-0379; "Validation of Counseling-Section Data and Evaluation of Supplementary Programs for Vocational School Students." January 1966.

USOE Project # 2177: "A Comparative Study of the Academic Achievement of Elementary Age Students of the United States and the British Isles," 1963-65 (This study took him to England, Scotland and Northern Ireland for brief periods in 1963 and 1964).

NDEA Institute (Group Process): Wiesbaden, Germany, Summer 1962. Worked with 30 selected graduate students who were teaching in the American Dependent Schools in the European Theatre of Operation.

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[4] Staff of the newly created Teacher Education Research Center (TERC) may prove to have the skills necessary for evaluation of the subject.

6 NDEA Institutes (Group Process): 1959-66 on Toledo University campus, either in summer or year-long institutes with groups of 30 masters candidates preparing to become high school counselors.

Academic Preparation: B.A. (English, 1949), Syracuse University; M.A. (Curriculum and Administration, 1952), Syracuse University; Ed.D. (Administration, Teacher Education, Human Relations, 1956), University of Buffalo.

Dr. Wilma J. Pyle, Professor of Education, SUC Fredonia. Ed.D. (Curriculum Development, Elementary Education).

Dr. Pyle has had teaching experience in all elementary grades in Indiana, Ohio, and Michigan. She has also had administrative experiences as an elementary principal and elementary supervisor. During the past seven years she has been engaged in the undergraduate and graduate preparation of elementary teachers at Wayne State University and SUC Fredonia.

Dr. Pyle has participated in in-service work in Detroit, Novi and Chautauqua County. She is currently curriculum consultant in reading to the local Board of Cooperative Educational Services. She is an author with the Scott Foresman Publishing Company and also serves on the Language Arts Advisory Board for Scott Foresman. She is a member of the national book review committee for the National Council of Teachers of English.

Academic preparation: B.S. Fall State University; M.A., Ohio State University; Ed.D. (Curriculum Development, Elementary Education).

Dr. Dewey W. Chambers, Associate Professor of Education, University of the Pacific, Ed.D. (Curriculum Development, Elementary Education).

Dr. Chambers has been consultant to numerous school systems on elementary social studies and drama. He has published several texts in the field of elementary social studies and been responsible for an international (Mexico-United States) student teaching program at the University of the Pacific.

Dr. Chambers has been engaged in undergraduate and graduate teacher education, both elementary and secondary for the last ten years. His academic preparation includes: B.A., San Jose State College; M.A. San Jose State College; Ed.D., Wayne State University.

X. Selection Procedures for Participants:

Specific selection criteria will be developed during the planning phase of the program. Basic requirements, however, include:

A. Classroom teachers: Must have a provisional certificate, must be teaching in the elementary schools, must not have present supervisory or administrative responsibilities, must be able to commit time for the summer program.

B. Principals: Must be from the same school as the classroom teacher, must be fully certified as a principal, must volunteer for program.

C. Curriculum Supervisors: This is a flexible term, and must be interpreted in terms of each individual school system. Individuals chosen under this system must, however, be responsible for the science and/or social studies curriculum in the elementary schools throughout the system, must not be a classroom teacher or administrator (principal or superintendent).

The selection of participating systems will be on a voluntary basis. If more apply than can be accommodated, priorities will be worked on the basis of:

1. Qualification of the syetem as eligible for Appalachia programs.
2. Georgraphic accessibility of the system.
3. Availability of selected personnel to participate.
4. Lack of commitment to other possible interfering programs.
5. A statement of needs appropriate to the rationale of this progam.